

CORNELL UNIVERSITY OFFICIAL PUBLICATION

Announcement of the  
Graduate School  
of Education

for 1940-41



VOLUME 31 : APRIL 1, 1940 : NUMBER 16

# THE UNIVERSITY CALENDAR

1940-41

1940

FIRST TERM

Sept.	16, <i>Monday</i> ,	Entrance examinations begin.
Sept.	23, <i>Monday</i> ,	Registration and assignment, new students.
Sept.	24, <i>Tuesday</i> ,	Registration and assignment, old students.
Sept.	26, <i>Thursday</i>	Instruction begins at 8 A.M.
Oct.	17, <i>Thursday</i>	Last day for the payment of tuition for the first term.

Nov. 20, *Wednesday*, Instruction suspended at 4 P.M.

(*Thanksgiving Recess*)

Nov. 25, *Monday*, Instruction resumed at 8 A.M.

Dec. 21, *Saturday*, Instruction suspended at 12:50 P.M.

1941

(*Christmas Recess*)

Jan. 6, *Monday*, Instruction resumed at 8 A.M.

Jan. 11, *Saturday*, Founder's Day.

Jan. 27, *Monday*, Final examinations begin.

Feb. 5, *Wednesday*, Final examinations end.

Feb. 6, *Thursday*, A holiday.

SECOND TERM

Feb. 7, *Friday*, Registration of all students.

Feb. 10, *Monday*, Instruction begins at 8 A.M.

March 3, *Monday*, Last day for the payment of tuition for the second term.

March 29, *Saturday*, Instruction suspended at 12:50 P.M.

(*Spring Recess*)

April 7, *Monday*, Instruction resumed at 8 A.M.

May —, *Saturday*, Spring Day; a holiday.

June 2, *Monday*, Final examinations begin.

June 10, *Tuesday*, Final examinations end.

June 16, *Monday*, COMMENCEMENT.

CORNELL UNIVERSITY OFFICIAL PUBLICATION

PUBLISHED BY CORNELL UNIVERSITY AT ITHACA, N. Y.

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Semi-monthly, December to August inclusive

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## GRADUATE SCHOOL OF EDUCATION

### FACULTY

EDMUND EZRA DAY, S.B., A.M., Ph.D., LL.D., President of the University.  
BENTON SULLIVAN MONROE, A.B., A.M., Ph.D., Acting Dean of the Graduate School.  
GEORGE HOLLAND SABINE, A.B., Ph.D., Dean Elect of the Graduate School.  
JULIAN EDWARD BUTTERWORTH, A.B., A.M., Ph.D., Director of the Graduate School of Education.

### STAFF OF INSTRUCTION

HOWARD R. ANDERSON, Ph.D., Associate Professor of Education (Teaching of the Social Studies).  
THOMAS L. BAYNE, JR., Ph.D., Assistant Professor of Rural Education.  
EMMA M. S. BESIG, Ph.D., Instructor in Education (Teaching of English).  
CORA E. BINZEL, M.S., Professor of Rural Education.  
JULIAN E. BUTTERWORTH, Ph.D., Professor of Rural Education.  
THEODORE H. EATON, Ph.D., Professor of Rural Education.  
LEWIS ELDRED, M.A., Chairman of the Bureau of Educational Service.  
LYNN A. EMERSON, Ph.D., Professor of Industrial Education.  
EMERY N. FERRISS, Ph.D., Professor of Rural Education (Absent on leave, second term, 1940-41).  
FRANK S. FREEMAN, Ed.D., Professor of Education.  
LUELLA P. GARDNER, Ph.D., Instructor in Rural Education.  
J. PAUL GREEN, A.B., Instructor in Rural Education.  
MABEL HASTIE, B.S., Instructor in Rural Education.  
EDWIN R. HOSKINS, Ph.D., Assistant Professor of Rural Education.  
M. LOVELL HULSE, Ph.D., Assistant Professor of Education (Absent on leave, second term, 1940-41).  
MARGARET HUTCHINS, M.A., Instructor in Rural Education. (Absent on leave, first term, 1940-41).  
JAMES F. HUXTABLE, Instructor in Rural Education.  
PHILIP G. JOHNSON, Ph.D., Assistant Professor of Education (Teaching of Science).  
RIVERDA H. JORDAN, Ph.D., Professor of Education.  
PAUL J. KRUSE, Ph.D., Professor of Rural Education.  
M. L. W. LAISTNER, M.A., Professor of History.  
CLYDE B. MOORE, Ph.D., Professor of Rural Education.  
ROY A. OLNEY, Ph.D., Assistant Professor of Rural Education.  
E. LAURENCE PALMER, Ph.D., Professor of Rural Education (Absent on leave, second term, 1940-41).  
ANNA Y. REED, Ph.D., Lecturer in Guidance and Personnel, Graduate School of Education.  
ETHEL C. ROBERTS, A.B., Instructor in Rural Education.  
WILLIAM A. SMITH, Ph.D., Assistant Professor of Rural Education.  
PRESERVED SMITH, Ph.D., Litt.D., Professor of Medieval History.  
ROLLAND M. STEWART, Ph.D., Professor of Rural Education.  
FLORA M. THURSTON, Ph.D., Professor of Home Economics Education.  
ANDREW L. WINSOR, Ph.D., Professor of Rural Education.

### REPRESENTATIVES OF ACADEMIC GROUPS

OTIS F. CURTIS, Ph.D., Professor of Botany (1940).  
FRANK O. ELLENWOOD, A.B., M.E., Professor of Heat-Power Engineering (1941).  
DONALD ENGLISH, M.B.A., Professor of Economics and Accounting (1941).  
ROSWELL C. GIBBS, Ph.D., Professor of Physics (1941).  
MARY F. HENRY, M.A., Assistant Director of the College of Home Economics (1940).

- B. W. JONES, Ph.D., Assistant Professor of Mathematics (1941).  
 B. L. RIDEOUT, Ph.D., Assistant Professor of the Romance Languages and Literatures (1942).  
 ELMER S. SAVAGE, Ph.D., D.Sc., Professor of Animal Husbandry (1940).  
 E. A. TENNEY, Ph.D., Assistant Professor of English (1942).

## ASSISTANTS, 1939-40

- CARL J. ANDERWALD, B.S.C.E., M.S. in Ed., Assistant in Industrial Education.  
 MABEL BAIRD, B.S., M.A., Assistant in Education.  
 BONNER M. CRAWFORD, B.A., M.A., Assistant in Rural Education.  
 RICHARD C. CROSBY, B.S., M.S. in Ed., Assistant in Rural Education.  
 ALBERT D. DOTTER, B.S., M.A., Research Assistant in Rural Education.  
 ERWIN DRAHEIM, B.S., M.S., Assistant in Agricultural Education.  
 MARGARET ELLIOTT, B.S., Assistant in Home Economics Education.  
 KENNETH FULLER, B.A., M.A., Assistant in Education.  
 EVA GORDON, M.S., Assistant in Rural Education.  
 CAROLINE HATCH, A.B., A.M., Assistant in Education.  
 MARGARET HUTCHINS, B.S., M.A., Research Assistant in Rural Education.  
 BROOKS A. JONES, B.A., M.A., Assistant in Rural Education.  
 BARNEY KORCHIN, B.S., Ph.D., Assistant in Rural Education.  
 DOROTHY KRIEGER, B.S., Assistant in Rural Education.  
 JAMES H. LAMBERT, M.A., Assistant in Industrial Education.  
 MARGUERITE LITTLE, B.S., M.A., Assistant in Rural Education.  
 JOHN A. MACK, B.S., Assistant in Agricultural Education.  
 RAY A. MURRAY, M.S. in Agr., Assistant in Agricultural Education.  
 LEON F. PACKER, B.S., Assistant in Agricultural Education.  
 DELBERT J. PUGH, A.B., M.A., Assistant in Social Studies Education.  
 VICTOR E. SCHMIDT, A.B., Assistant in Rural Education.  
 KE SUNG, B.A. in Ed., M.S. in Ed., Ph.D., Assistant in Rural Education.  
 GLADYS WAFLE, B.S., Assistant in Home Economics Education.

## COOPERATING TEACHERS IN THE ITHACA HIGH SCHOOL

1939-40

- |                        |                      |
|------------------------|----------------------|
| APGAR, CLARA S.        | McCARGO, BERTHA      |
| AXTELL, W. B.          | McCLARTY, KATHERINE  |
| BARTHOLOMEW, BERTHA M. | McINTYRE, LLOYD F.   |
| BLISS, FRANK R.        | NEWMAN, ADELINE      |
| BUTLER, ELTON A.       | O'CONNELL, CLARA S.  |
| BUYSE, LEONARD         | PAGE, ELIZABETH      |
| CATALFANO, SAMUEL      | POLSON, RUTH         |
| CLAFLIN, MAYFRED       | PORTER, HARRY        |
| CLAPP, JANE S.         | PUGH, DELBERT        |
| CONLON, JOSEPHINE      | RABOTNIKOFF, A.      |
| CROSBY, RICHARD C.     | REIDY, MARGARET      |
| CURTIS, EMMA ROSE      | RIGGS, MIRIAM        |
| FULLER, KENNETH A.     | ROBINSON, LILLY      |
| GIBSON, ETHELWYN       | SCDMORE, ROBERT      |
| GROMMON, ALFRED H.     | THURBER, WALTER A.   |
| HADLOCK, ELOISE T.     | WAITE, AGNES         |
| HAFF, MILDRED W.       | WARREN, MARIAN L.    |
| HUBBELL, ROBERT        | WELCH, CATHERINE M.  |
| JUDWAY, THEODORE       | WEST, THERESA        |
| KINGSBURY, ROBERT      | WHITE, GEORGE A.     |
| LAFORTUNE, ELWOOD      | WILLIAMS, MILDRED    |
| LAUBENSTEIN, O. H.     | WILLIAMSON, FLORENCE |
| LEWIS, HELEN S.        | WRIGHT, ADELAIDE C.  |

## GRADUATE SCHOOL OF EDUCATION

The Graduate School of Education is composed of The Department of Education in the College of Arts and Sciences and the Department of Rural Education in the College of Agriculture.

Although the organization is designated as a graduate school, and although most of the offerings are on the graduate level, the Graduate School of Education has responsibility also for professional courses in Education offered to undergraduates in the various colleges. Since there is no undergraduate college of education at Cornell, the student on the undergraduate level who is preparing to teach will register in the College of Agriculture, in the College of Arts and Sciences, or in the College of Home Economics and will be required to meet the standards of graduation set by that College.

### FIVE-YEAR PROGRAM FOR THE PREPARATION OF SECONDARY SCHOOL TEACHERS

At a meeting on February 4, 1938, the faculty of the Graduate School of Education approved the plan of a five-year program for the preparation of secondary school teachers. The details of the curriculum, as adopted later in that year, are described in a special bulletin which may be secured upon request.

Beginning with the academic year 1939-40, the student entering the University with the intention of preparing for secondary school teaching will be expected to complete a five-year program. He will enter one of the undergraduate colleges and at the end of four years will normally receive a Bachelor's degree. Upon the satisfactory completion of the five-year program, a professional degree, Master of Education, will be conferred. Although the student who secures the Bachelor's degree before 1943\* will not be required to follow this program, there will be opportunity for him to prepare himself on the basis of the new plan. For information regarding the admission of students to professional courses and to candidacy for the M.Ed. degree, address the Director of the Graduate School of Education.

### INFORMATION REGARDING ADVANCED DEGREES

1. The Degrees of Master of Arts, Master of Science, and Doctor of Philosophy are administered directly by the Graduate School of Cornell University.

2. The degrees of Master of Education and Master of Science in Education are administered directly by the Graduate School of Education, under the jurisdiction of the Graduate School.

\*A recently announced regulation of the New York State Education Department specifies that teachers of academic subjects entering service after December 31, 1942, must have had five years of pre-service preparation.

*For detailed information regarding all advanced degrees, except the professional degrees of Master of Education and Master of Science in Education, consult the Announcement of the Graduate School.*

### ADMISSION

Students may be admitted to the Graduate School in one of the following three classes:

- (1) Resident Doctors;
- (2) Graduate students not candidates for degrees: "non-candidates";
- (3) Candidates for degrees.

Applications for admission, made on the proper forms, should be filed in the office of the Graduate School at the earliest possible date and, ordinarily, not later than August 10 and January 25 for entrance to the first and second terms, respectively; and not later than June 15 for entrance to the Summer Session.

An applicant who is not a graduate of Cornell University must submit complete official transcripts of all previous college studies.

To be admitted to the Graduate School, either as a non-candidate or as a candidate for a degree an applicant (1) must have received his baccalaureate degree from a college or university of recognized standing or have done work equivalent to that required for such degree; (2) as judged by his previous scholastic record, or otherwise, must show promise of ability satisfactorily to pursue advanced study and research; and (3) must have had adequate previous preparation in his chosen field of study to enter at once upon graduate study in that field.

Seniors in the colleges of Cornell University who have completed the academic requirements for the Bachelor's degree, and who qualify under (2) and (3), may, subject to the approval of the deans of their respective colleges, be admitted to the Graduate School.

*Resident Doctors:* Persons who hold the Doctor's degree or who have equivalent standing may, subject to permission from the Dean, be admitted to the Graduate School as Resident Doctors, for the purpose of engaging in advanced study and research in a field in which they have had adequate previous preparation. On the recommendation of the Dean, Resident Doctors are exempt from the payment of tuition and all fees except laboratory charges. Resident Doctors ordinarily are not permitted to attend classes.

*Graduate Students Not Candidates for Degrees:* Students admitted to the Graduate School usually pursue a course leading to one of the advanced degrees; but a properly qualified person who, for special reasons, does not wish to meet the requirements for a degree may be admitted to the Graduate School as a "non-candidate" and arrange a program of graduate study suitable to his purposes.

## RESIDENCE

No student will be awarded any degree by Cornell University unless he has spent at least one full academic year, or the equivalent, in residence and study at the University as a candidate for that degree.

## THE SPECIAL COMMITTEE

The work of each graduate student is in charge of a Special Committee. After the student has chosen his major and minor subjects, he must select one or more members of the faculty to represent each subject or field and to serve as the members of his Special Committee, the representative of his major subject being the chairman.

## THE PROFESSIONAL DEGREES IN EDUCATION

Two professional degrees are offered, namely, Master of Education and Master of Science in Education. The former degree is granted upon the completion of a program of pre-service preparation for secondary school teaching; the latter, of a program for the preparation of special school officers. The programs leading to these degrees shall include such courses, seminars, projects, and investigations of an advanced or graduate nature as will develop ability to perform acceptably the professional duties required of the several types of educational workers.

*General Regulations Governing Both Degrees:*

1. Under the general administration of the Director, the candidate shall choose two or more members of the Graduate Faculty as a Special Committee to direct his work. The Special Committee of a candidate for the degree of Master of Education should include a representative from the student's teaching field. The Special Committee of a candidate for the degree of Master of Science in Education may include a faculty member representing a field other than Education. In each case the Chairman shall be a member of the Education staff.

2. The office of the Graduate School of Education acts as an office of record, and the candidate for a degree shall, within ten days of his registration, file in writing a statement approved by his committee showing his plan of work and course of study.

3. The maximum period allowed for the completion of all requirements shall conform to the regulations of the Graduate School.

4. Prior to scheduling the final examination, each member of the Education staff under whom the candidate has had instruction shall be informed of the proposed examination, shall be asked to express an opinion regarding the candidate's fitness for such examination, and shall be invited to be present and to take part in the examination.

*Master of Education Degree.* The program for this degree is planned for students seeking *pre-service* preparation for teaching in the secondary school. There may be two types of candidates for this degree, as follows:

1. Those who, early in their University work, make definite plans whereby preparation for teaching may be carried through the four undergraduate years

and a fifth year of advanced professional study. The general pattern for this five-year program is presented on pages 17 and 18.

2. Those who wish to prepare for teaching even though they may have secured little or no professional training during their undergraduate years. Such persons may normally earn the degree by following a continuous program involving two summer sessions and the fifth year. The pre-professional and professional subjects shall be those included in the program outlined on pages 15 and 20.

*Note:* The attention of *experienced* teachers is directed to the opportunity that exists under Plan B of the M.A., M.S., and M.S. in Agr. degrees to secure, through a flexible program, additional preparation for secondary school teaching.

*Master of Science in Education degree.* The various programs leading to this degree are planned primarily for those who, having had experience in teaching or other type of educational work, wish to prepare themselves for such specialized forms of service as supervision, counselling, or the administration of an elementary, secondary, vocational, or technical school. For the present, teachers of industrial arts and of industrial and technical subjects should also ordinarily seek this degree.

1. An approved program for this degree, in which Education shall constitute the major portion, must have unity in terms both of purpose and of sequential development.

2. The courses taken by the candidate should fall into three groups designated A, B, C. The determination of the groups into which particular courses fall will depend upon the professional purpose of the candidate in his graduate study and an integration of courses to such purpose.

GROUP A. This group includes courses of a special nature and of immediate interest, such as the technical courses in English, in the languages (or a language), history, sciences (or a science), agriculture (or a division thereof), etc., and the professional studies appropriate to the special field. It is expected that at least a third of the candidate's program will fall in this group.

GROUP B. This group includes courses in the theory and science of education which will furnish the several types of background that are warranted by the nature of courses in Group A. Courses to the extent of one-third of the total may be chosen in this group. Educational Psychology, including Measurement, History and Philosophy of Education and other courses necessary to integration, such as general studies appropriate to the organization and administration of schools at the several educational levels, are representative of this group.

GROUP C. This group includes courses intended to meet the particular needs of the candidate not adequately met in Groups A and B. In certain cases as much as a third of the candidate's program should be taken in this group.

For the selection of courses in all the above groups, the candidate should consult his special committee, whose approval is necessary.

3. The candidate is not required to present a formal thesis or essay; but, if he does not do so, he is expected to complete a problem to the satisfaction of his committee. If the candidate seeking a degree through summer session attendance does not present a thesis or an essay that complies with the standards and requirements for the degrees of Master of Arts or Master of Science, including deposit of two bound copies in the University Library through either the Graduate School or the Graduate School of Education, a fifth summer of work shall be required. It is expected that normally all work will have been taken at Cornell University. However, under exceptional circumstances, any necessary study beyond the required four summer sessions of residence may be done at some other institution of comparable standards but only when this work can be shown, to



the satisfaction of the Special Committee, to be an integral part of the student's entire program.

4. The student's Special Committee, by the middle of the third summer of study (or by the end of the first term of graduate study), shall determine the fitness of the candidate to continue his candidacy for this degree through examination or such other suitable means as the committee may elect. The action of the Committee shall be recorded in the office of the Graduate School of Education.

### OTHER MASTER'S DEGREES

Certain students in education may be interested in one of the following degrees: M.A., M.S., M.S. in Agr. There are two procedures by which any of these degrees may be secured, called Plan A and Plan B. Plan A is intended primarily for those candidates who, by suitably restricting their graduate work to a given field, wish to acquire some degree of competence in that field, frequently as a basis for further study and research or for professional purposes. Plan B is designed for those who wish a somewhat broader training than is permitted in Plan A.

### THE DEGREE OF DOCTOR OF PHILOSOPHY

Work leading to the Ph.D. degree is designed primarily to give the candidate a thoroughly comprehensive view of a field of knowledge; to train him in methods of research and scholarship in that field; and to develop qualities of leadership and a feeling of responsibility to add to the sum total of knowledge in his field. The requirements for the degree include, in addition to the requirements in foreign language, (1) six terms of residence as a graduate student, (2) the satisfactory completion, under the direction of a Special Committee, of work in one major subject and two minor subjects, (3) the presentation of an acceptable thesis, and (4) the passing of a qualifying examination and a final examination.

*Major and Minor Subjects.* A candidate for Ph.D. must select a major subject and two minor subjects properly related to the major subject. A list of approved major and minor subjects in each of the several fields of graduate study will be found in the Announcement of The Graduate School. *There are no requirements in semester hours for the Ph.D. degree.*

*Requirements in Foreign Languages.* Each candidate for Ph.D. must demonstrate his ability to read both French and German (or two languages, other than English, approved by his Special Committee), by passing in each of these languages an examination given by a member of the Language Examination Board.

A candidate for Ph.D. is expected to meet the foreign language requirements at the beginning of his candidacy at Cornell University for that degree. A minimum of seven terms of residence is required of a candidate who does not pass at least one language examination at this time. A minimum of three terms of residence is required after completion of all language requirements, except in the case of a

student admitted to candidacy with two or more terms of residence credit; in such case, a minimum of two terms is required.

Language examinations passed within one month after registration are considered as being passed at the time of registration.

Additional requirements in foreign language may be made at the discretion of the student's Special Committee.

*Residence.* For Ph.D. a minimum of six terms of residence is required; or seven terms if the candidate does not pass one of the examinations in foreign language (see requirements in foreign language) on beginning candidacy at Cornell University. Upon the recommendation of the student's Special Committee residence up to a maximum of four terms may be credited toward the doctor's degree for work done in other universities.

*Research under Personal Direction.* A candidate for the Ph.D. degree who has demonstrated ability in graduate studies may, upon recommendation of his Special Committee and with the approval of the Dean, receive residence credit for research done during the summer under the personal direction of a member of the Faculty of the Graduate School. The privilege of working under Personal Direction will not ordinarily be granted to a student until he has completed at least a full year of graduate work in regular sessions. Application for the privilege must be accompanied by a statement from the member of the Faculty concerned, showing the number of weeks during which he is prepared to supervise the work of the student and the nature of the research to be done. To secure credit for such work, the student must register *in advance* at the office of the Graduate School, and the professor must certify to its satisfactory completion. A maximum of two terms may be earned in this way.

Credit toward the Ph.D. degree earned in Summer Sessions at Cornell or elsewhere is limited to two terms. A candidate who has already earned two terms of credit by work in summer sessions and who has demonstrated ability in graduate work, may, however, upon the recommendation of his Special Committee and with the approval of the General Committee, earn one more term of credit by work in Summer Sessions at Cornell with the privilege of credit for an additional term for research under Personal Direction. But the last year of residence must be in regular academic sessions and in successive terms.

*Thesis Requirement.* The thesis for the Doctor's degree must give evidence of the candidate's power to carry on independent investigation and must be satisfactory in style and composition. The thesis must be acceptable to the candidate's Special Committee in respect of both scholarship and literary quality. The completed thesis must be in the hands of the Special Committee at least fifteen days before the final examination for the Doctor's degree; and, during the five days immediately preceding this examination a typewritten copy approved by all members of the Special Committee, shall be on file in the office of the Graduate School.

*Qualifying Examination.* Each candidate for Ph.D. must pass a qualifying examination given by his Special Committee. The examination is ordinarily given at the end of the first year of graduate study, if that year is at Cornell. If the candidate has had one year or more of graduate work elsewhere, the qualifying examination should be given as soon as possible after his entrance into the Graduate School.

Before presenting himself for Final Examination B or C (see next paragraph), each candidate must have earned at least two terms of residence credit after the passing or the waiving of the qualifying examination.

*Final Examination.* Each candidate for Ph.D. must pass a final examination, conducted by his Special Committee and covering (1) the major and minor subjects and (2) the thesis and related topics. At the discretion of the Special Committee, the two parts of this examination may be given either separately or in combination.

When the two parts are given separately, an examination, dealing mainly with the major and minor subjects and designated as Final Examination A, may be given at the end of the fourth term of candidacy, or thereafter. Final Examination B, on the thesis and related topics and on such other work as the student may have done after completing Examination A, will be given after the residence requirement has been satisfied and the thesis has been completed and filed.

When the two parts of the final examination are given in combination, the combined examination, designated as Final Examination C, will be given after the residence requirement has been satisfied and the thesis has been completed and filed.

### WORK IN SUMMER SESSION

A statement of graduate work offered during the Summer Session of Cornell University will be found in the Announcement of the Summer Session.

Credit toward advanced degrees may be earned in Summer Sessions in accordance with the following conditions and rules.

For A.M., M.S., M.S. in Agr., and Ph.D. residence during Summer Sessions may be counted at the rate of three Summer Sessions for one term of credit, and five sessions for two terms; for all other advanced degrees at the rate of two Summer Sessions for each term of credit.

Since Cornell University grants no advanced degree for less than two terms of residence and work in the Graduate School and since the minimum residence requirement for masters' degrees is two terms, work in Summer Sessions elsewhere can not be counted toward masters' degrees at Cornell.

The credit toward the Ph.D. that may be earned in Summer Sessions at Cornell University or elsewhere is limited to two terms. A candidate who has demonstrated unusual ability in his graduate

studies, however, may, upon recommendation of his Special Committee and upon approval by the General Committee, earn a maximum of two more terms by work in the summer under Personal Direction. But the last year of candidacy for Ph.D. must be spent in residence at the University and in consecutive, regular sessions.

To obtain residence credit in the Graduate School for Summer Session work the candidate must register both in the Summer Session and in the Graduate School. He must file in the office of the Graduate School within one week after registration a statement-of-courses blank, as provided for students in the regular session.

### TUITION FEES IN THE GRADUATE SCHOOL

A tuition fee of \$200 for the academic year is to be paid by all students registered in the Graduate School. It is payable in installments of \$100 at the beginning of each term.

Certain classes of students are exempt from the payment of the tuition fee. They are:

- (1) Graduate students holding certain appointments as University Fellows or Graduate Scholars, and holders of certain temporary fellowships and scholarships.
- (2) Resident Doctors upon recommendation of the Dean.
- (3) Certain members of the instructing staff. See the Announcement of the Graduate School for 1940-41.

A member of the teaching staff registered in the Graduate School, whose salary equals or exceeds \$1500 shall pay tuition at the rate of three-quarters of the tuition regularly charged full-time students.

A matriculation fee of \$11, an administration fee of \$12.50 a term, a health and infirmary fee of \$6 each term, a Willard Straight Hall fee of \$5 each term, and a graduation fee of \$20 are also charged. A thesis fee of \$10 is required of each candidate for the Ph.D. degree.

Any tuition or other fee may be changed by the Board of Trustees to take effect at any time without previous notice.

### TUITION FEES IN THE UNDERGRADUATE COLLEGES

Facts regarding tuition fees in the several schools and colleges of the University can be found in the General Information Number.

### GRADUATE FELLOWSHIPS, SCHOLARSHIPS, AND ASSISTANTSHIPS

Financial assistance to students in the various phases of the work of the Graduate School of Education is available as indicated below. These aids are granted only to students matriculated in the Graduate School who, in addition to adequate preparation in general subjects, in an appropriate special field, and in Education, *have had a sufficient amount of successful teaching or other professional experience* that they are warranted in seeking further preparation for educational leadership.

*Free tuition in the Graduate School is given in addition to the cash awards, except as indicated.*

The amount and character of the service required of the holder of an assistantship varies, but information on this point may be secured upon request.

1. *Agricultural Education.* One \$1000 and one \$800 assistantship normally available only to those who are candidates for the doctorate. It is essential that the candidate shall have had satisfactory teaching experience in vocational agriculture and, preferably, assistantship or teaching relationships in a teacher-training institution.

2. *Education.* One \$750 assistantship in Human Growth and Development. The holder must have had extensive preparation in general and educational psychology, especially their genetic phases, and in biological sciences.

3. *Educational Psychology.* One \$750 and one \$500 assistantship granted to persons well advanced in their preparation in educational psychology.

4. *English, Teaching of.* One \$500 assistantship available to a person of experience preparing for a leadership position in this field.

5. *Industrial Education.* Two to four assistantships at not more than \$600 each available to persons preparing themselves for leadership in vocational industrial education.

6. *Nature Study and Science Education.*

a. One \$500 assistantship to a person of experience preparing for a leadership position in the teaching of science.

b. One \$500 assistantship granted to a person of superior training and teaching ability for part-time assistance in the practice teaching program carried on in the Ithaca High Schools.

c. One tuition scholarship given by the late Anna Botsford Comstock and available to graduate students in nature study.

7. *Rural Education.*

a. Two \$1000 research assistantships in Rural Education available to persons wishing to prepare themselves for professional service to communities under 4500 population. Normally these assistantships will be granted only to candidates for the doctorate who are within approximately one year of completing the requirements for that degree, who have a reading knowledge of two foreign languages, preferably French and German, and who submit a well-planned project in research.

b. Four \$350 assistantships available to graduate students majoring in any phase of the work of the Department of Rural Education.

c. Five honorary scholarships in Rural Education, available to persons of superior qualifications, residents of New York State, seeking preparation for public school service in the field of rural education. Preference will be given to (1) principals and teachers in the public schools of New York State, located

in places of less than 4500 population or (2) members of the staff of any New York State normal school or teachers college, who have been granted a leave of absence for a year of graduate study.

8. *Social Studies Education.*

a. Two \$750 assistantships granted to persons of superior training and teaching ability for part-time assistance in the practice teaching program carried on in the Ithaca High Schools.

b. One \$500 assistantship granted to a person of experience preparing for a position of leadership in the teaching of the social studies.

9. *Secondary Education—Academic Subjects.* One \$500 assistantship available to a teacher or administrator whose training and experience have been mainly in this field.

10. *Edward A. Sheldon Scholarship for Women Teachers.* This scholarship may be awarded "to any woman of suitable qualifications who needs this assistance," preference being given candidates in this order: first, a woman graduate of the normal school at Oswego, N. Y.; second, a woman graduate of any other normal school in the state; third, a suitably qualified woman who is preparing to teach. A sum of approximately \$380 will be available in 1940-41 for one or more scholarships. Free tuition is not included.

## BUREAU OF EDUCATIONAL SERVICE

A Bureau of Educational Service is maintained by the Graduate School of Education. Its purpose is to assist men and women who have studied or are studying at Cornell University to secure positions in educational work. Such persons are invited to register with the Bureau. Address: Bureau of Educational Service, 102 Stone Hall, Ithaca, N. Y.

## THE SUMMER SESSION

The term of the Cornell University Summer Session covers a period of six weeks from early July to the middle of August. A wide range of courses is offered for those in educational work. Prospective students should apply to the Director of the Summer Session for a copy of the official announcement.

## PROFESSIONAL PROGRAMS FOR THE PREPARATION OF VARIOUS TYPES OF EDUCATIONAL WORKERS

Included in the courses described on pages 20-28, are some of a general nature, such as Educational Psychology, Principles of Curriculum Building, and Philosophy of Education, that may be considered essential to the adequate preparation of any type of educational worker. Other courses, such as The Teaching of Agriculture, Seminar in Home Economics Education, and Seminar for Principals, being

more specific, are largely useful in the preparation of special types of workers. These general and special professional courses, together with appropriate offerings from other departments and colleges of the University, may be combined into a variety of curricula for meeting the needs of various types of educational officers. In the following outline are listed those workers for whom curricula have been planned at Cornell. Some of these curricula are presented in the following pages; others may be secured upon request, while a few will be set up in the light of the individual student's educational background.

Groups 1-4 include those educational positions for which preparation at Cornell is (except for those now following a four-year program for secondary school teaching) upon the level represented by a professional Master's degree.

1. Teachers of:

(For groups a, b, and c, see pages 16 and 17 for outlines of the present four-year and the new five-year programs)

- a. Academic subjects: English, French, German, Latin, Mathematics, Science, Social Studies
- b. Agriculture
- c. Home Economics
- \*d. Industrial subjects
- \*e. Industrial arts (Summer Sessions only)

2. Supervisors of:

- \*a. Agriculture
- \*b. Elementary school subjects
- \*c. Home Economics
- \*d. Industrial subjects
- \*e. Industrial arts (Summer Sessions only)

3. Administrators:

(For a, b, and c, see curricula outlined on page 19)

- a. Principals of elementary schools
- b. Principals of secondary schools
- c. Principals of small village, central or consolidated schools
- \*d. Principals of vocational or technical schools
- \*e. Directors of vocational education
- \*f. Superintendents (See pages 19 and 20)

4. Other special officers:

- \*a. Guidance counsellors (Summer Sessions only)

5. Officers concerned with teacher education:

Such officers must usually secure preparation represented by a Ph.D. degree or its equivalent. For each student an individual program is planned by the student and his Special Committee. (For approved major and minor subjects, see the Announcement of the Graduate School). At the present time preparation on the Doctoral level may be secured in at least the following fields:

- a. Trainers of teachers in certain academic subjects, particularly nature study and science education, and social studies.
- b. The vocational fields of agriculture, home making, and industrial education.
- c. Certain general Education fields, such as elementary education, rural education, secondary education, and such special Education subjects as administration, educational psychology, home economics education and supervision.

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\*Outlines of special curricular or suggestions regarding desirable courses may be secured upon request.

## THE FOUR-YEAR PROGRAM FOR SECONDARY SCHOOL TEACHERS

Students who matriculated in the University before the fall of 1939 may follow the four-year program if they prefer, but no teacher of an academic subject may be certificated to teach in New York State if he enters service after December 31, 1942.

Educational Psychology . . . . .	3 hours
Ed.* 1 or R. E.* 111 or R. E. 112	
Principles of Education . . . . .	3 hours
Ed. 130 or R. E. 181	
Methods, Observations, Teaching, and Extra-instructional Problems.	9 hours
These are integrated units of work which may be met, for the various groups of teachers through the following courses:	
Teachers of Agriculture: R. E. 131, R. E. 132, and R. E. 133.	
Teachers of English, Science, and Social Studies: Ed. 4a or R. E. 121, Ed. 4b (including R. E. 126 for Science Teachers), and Ed. 4c.	
Teachers of Home Making: R. E. 135, R. E. 136, and R. E. 137.	
Teachers of Latin and French: Ed. 4a, Ed. 4c, Ed. 4d, and Ed. 4f or Ed. 4g.	
Teachers of other approved subjects: Ed. 4a, Ed. 4c, Ed. 4d, and Ed. 4e.	
Elective . . . . .	3 hours
Teachers of Homemaking are required to take R. E. 117 (Psychology of Childhood and Adolescence). Others may choose a three-hour course in Education or Educational Psychology, subject to the approval of their adviser in the Graduate School of Education.	

In addition, the prospective high school teacher must present a minimum number of semester hours of University credit in the subject matter field he plans to teach. If he is working in a special field, such as Agriculture or Homemaking, he must have 36 hours of credit in approved professional-technical courses in his special subject. For teaching English, the minimum requirement is 18 hours; for any foreign language, it is 18 hours based upon 3 units of entrance credit; for History, 18 hours based upon 2 units of entrance credit; for Mathematics, 15 hours based upon 2 units of entrance credit; for Science, 30 hours; for Biological Science, 18 hours; for Physical Science, 18 hours; for Social Studies, 30 hours.

As early as possible in his course, the student who is planning to prepare for teaching should consult that member of the staff of the Graduate School of Education most directly concerned with the teaching of his subject.

The courses suggested above are the ones that are normally expected to be used in meeting certification requirements. Substitutions should be made only with the approval of the appropriate adviser in the Graduate School of Education.

Requirements for certification vary from state to state. These variations are so marked that adequate information cannot be given in brief space. It is the intention of the School to offer such courses as will insure qualification for teaching certificates generally but in many cases this will involve the working out of special programs for individual students. Accordingly, students are advised to communicate with the office of the Graduate School of Education for information regarding their special needs.

\*"Ed." refers to courses offered in the Department of Education; "R.E.", to courses offered in the Department of Rural Education.



## THE FIVE-YEAR PROGRAM FOR SECONDARY SCHOOL TEACHERS

Special curricula for teachers of academic subjects, of agriculture and of home economics have been established. These curricula are described in the Announcement of the Five-Year Program for the Preparation of Secondary School Teachers. Although there are variations in the several curricula, the general pattern of professional requirements is as follows:

Freshman Year	
Basic Course in General Social Studies...	6 hours
(Freshman or Sophomore Year)	
Sophomore Year	
Human Growth and Development.....	6 hours
First tentative selection of prospective teachers	
Junior Year	
Educational Psychology.....	3 hours
Social Foundations of Education.....	3 hours
Second selection of prospective teachers	
Senior Year	
The Art of Teaching: Curriculum, Materials, Method, Evaluation, Directed Observation and Teaching.....	6-8 hours
School Organization, Extra-Instructional and Professional Relations and Problems.....	2 hours
(Senior or Fifth Year)	
Final selection of prospective teachers	
Fifth Year	
Apprentice Teaching.....	6 hours
Philosophy of Education.....	2 hours
Seminar in Problems of Teaching..	2 hours

The remainder of the student's program will be made up of: (a) courses required by the college in which the student is registered; (b) courses in the field or fields in which he plans to teach; (c) courses helpful in developing understandings and appreciations of particular significance to teachers.

GRADUATE CURRICULA FOR EXPERIENCED WORKERS  
IN HOME ECONOMICS EDUCATION

Graduate study in Home Economics Education will follow a flexible plan which takes account of the background and experience of the individual and the demands of the position she expects to fill.

Curricula are planned for persons who wish to qualify themselves further as (a) teachers in secondary schools, including those who wish to earn a permanent teaching certificate in New York State, (b) supervisors, (c) extension workers, (d) college instructors. Those seeking *pre-service* preparation for teaching home economics in the secondary schools will follow the five-year program as described in this Announcement.

It is expected that a student undertaking graduate study will need to evaluate her professional preparation in home economics, in

education, and in related fields, with members of the staff in order to determine what courses and other experiences will best meet her needs. Since it is assumed that a worker in home economics is engaged in education in home and family life, a program constituting selections from the following areas would be appropriate:

A. Home Economics

- Economics of the Household and Household Management
- Family Life
- Foods and Nutrition
- Household Art
- Textiles and Clothing

Selections\* from these fields would take account of the student's need to strengthen her earlier preparation in one or more fields and/or broaden the scope of her background in home economics. Courses dealing with family problems and basic material needed for an understanding of these problems should be especially emphasized.

B. General Phases of Education

- Curriculum
- Philosophy
- Guidance
- Psychology
- Measurement
- Social Foundations of Education
- Supervision
- Human Growth and Development
- Social Studies

C. Home Economics Education

- Methods
- Curriculum and program planning
- Supervision
- Teacher education
- Studies and research
- Evaluation
- Group participation
- Field experience

In addition to general courses covering the above areas, a special course will be offered for each of the following groups: teachers, extension workers, supervisors, and college instructors.

The following Master's degrees offered by the University are available to *experienced* home economics educators: M.S. and M.S. in Ed. As described in the Announcement of the Graduate School, there are two plans for the M.S. degree. Plan A offers intensive work in one of the fields of home economics or of Education; Plan B offers more extensive possibilities of work in several fields of home economics, or of Education, or both. The degree, M.S. in Ed. is especially suitable for supervisors and other administrators, and for those beginning work in teacher education. In the work for either of these degrees, opportunity is allowed for study in related fields.

Those preparing for college instruction will usually find it necessary to matriculate for the Ph.D. degree.

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\*See Announcement of the College of Home Economics.

## PRINCIPALS

The following programs prepare for three kinds of principalships. Each program is divided into three groups of courses: (1) a required group of 12 hours; (2) a preferred-elective group of 6-12 hours; (3) a general elective group of 6-12 hours. While these programs have been prepared with New York certification requirements in mind, they may be adapted to meet the requirements of other states.

		Type of principal's certificate		
		Elementary	High School	12-grade
1. Required group—12 hours				
1. Administration				
General (R. E. 261).....				x
High School (Ed. 5).....			x	
Elementary school (Ed. 23).....	x			
2. Curriculum (R. E. 276).....	x		x	x
3. Educational Measurements (R. E. 251)...	x		x	x
4. Mental Measurement (Ed. 7).....	x		x	x
5. Seminar (R. E. 265).....	x		x	x
6. Supervision (R. E. 263).....	x		x	x
2. Preferred elective group—6-12 hours (Selection will be made for each type of certificate in the light of the candidate's needs)				
1. Child Activity Education (R. E. 122)				
2. Economics and the School (Ag. Econ. 238)				
3. Elementary Curriculum (R. E. 276a)				
4. Elementary Supervision (R. E. 266)				
5. Extra-class Activities (Ed. 11)				
6. Guidance (Ed. 28)				
7. High School Administration (advanced) (Ed. 10)				
8. High School Curriculum (R. E. 276b)				
9. Mental Hygiene (Hygiene 1)				
10. Problem Child (Ed. 12)				
11. Philosophy of Education (R.E. 294)				
12. Principles and Practices of Vocational Education (R. E. 267c)				
13. School and Community (R. S. O. 124)				
14. School Finance (R. E. 262a)				
3. General Elective Group—6-12 hours				
These electives may be chosen from academic subjects, from Group 2, or from other advanced professional courses. Selection should be so made that an integrated program for each candidate will be achieved.				

New York State provides for both *provisional* and *permanent* certificates. Since there are many specific requirements for the different types of certificates, the interested student should study Certification Bulletin No. 1 of the State Education Department, entitled "Certificates for Administrative and Supervisory Service."

## SUPERINTENDENTS

New York State now requires that a superintendent, whether of a rural or of an urban district, shall be a graduate of a college or of a university and, in addition, that he shall have completed thirty

semester hours of graduate work. "The total program of undergraduate and graduate courses shall include twenty semester hours in approved Education courses, eight of which shall be in courses related to administration or organization and in school supervision."

The complexity of modern educational problems requires that the educational leader not only be well versed in educational theory and practice but that he have a broad background in the fields of economics, sociology, and government. Cornell's resources are unusually complete for the preparation of district and county superintendents (or other types of rural school administrators) and superintendents of villages and small cities.

## COURSES OF INSTRUCTION

In the **Department of Rural Education** courses are grouped by decades: General, 1-10; Psychology, 11-20; Method, 21-40; Preparation of Teachers for Normal Schools and Colleges, 41-50; Measurement and Statistics, 51-60; Administration and Supervision, 61-80; Theory of Education, 81-100. All courses numbered under 100 are intended primarily for underclassmen; those from 101-200 are primarily for upperclassmen and graduate students; while those numbered 201 and over are primarily for graduate students.

It should be noted that courses carrying the same name are not necessarily equivalents.

### PRE-PROFESSIONAL COURSES IN THE FIVE-YEAR PROGRAM

Students in the five-year program, preparing for secondary school teaching, will be required to register for Social Science A and B, as described below, and for Human Growth and Development. Social Science C and D will not be required but may be elected.

**A. Introduction to Social Science.** First term. Credit three hours. Open to freshmen who are electing the five-year course for the preparation of secondary school teachers, and to others by permission of the instructor. Associate Professor WOODWARD, Dr. ———, and Mr. ———. M W F 10, 12; T Th S 9, 11. Rooms to be announced.

A study of the social organization of communities, designed to introduce the student to the fields of economics, government, sociology and anthropology. During the first year attention will be directed successively toward a primitive community, toward the New England town of the seventeenth century, and toward a modern rural community and a modern city. Fee for materials furnished, \$3.

**B. Introduction to Social Science.** Second term. Credit three hours. Prerequisite, Social Science A. Associate Professor WOODWARD, Dr. ———, and Mr. ———. M W F 10, 12; T Th S 9, 11. Rooms to be announced.

A continuation of Course A.

**Human Growth and Development.** Throughout the year. Credit three hours a term. Professors FREEMAN and PAPEZ and assistants. M W F 9. *Stimson Amphitheatre*. (In cooperation with the College of Arts and Sciences.)

The aim of this course is to integrate information about structural, physiological, behavioral, and intellectual aspects of growth and development. Emphasis is placed on those aspects of growth and development that will help educators to understand human individuals as functioning organisms in a social environment. The materials of the course are selected from pertinent fields, including anatomy, embryology, genetics, neurology, physiology, hygiene, sociology, cultural anthropology, and developmental psychology.

*Prerequisite:* A laboratory science, preferably general biology or general zoology.

## GENERAL COURSES

Ed. 20. **Seminar in Education.** First term. Credit two hours. Primarily for graduate students. Professor FREEMAN. Th 4-6. *Goldwin Smith* 248.

Topics relevant to educational theory and practice.

Ed. 21. **Seminar in Education.** Second term. Credit two hours. Admission by permission of the instructor. Professor JORDAN. M 4-6. *Goldwin Smith* 248.

Topics developing from historical and current problems of educational practice, especially as related to administration and conduct of the public school system and of the University. Primarily for graduate students.

R. E. 234. **Seminar.** First term. Credit two hours. For the year 1940-41, planned for graduate students in vocational education. Others may be admitted by permission of the instructor. Assistant Professor SMITH. T 4-5:30. *Stone* 309.

A consideration of scientific method in education with particular reference to thesis writing.

## EDUCATIONAL PSYCHOLOGY AND PSYCHOLOGY

Ed. 1. **Educational Psychology.** First term. Credit three hours. Not open to freshmen. Lectures and recitations. Professor FREEMAN. M W F 11. *Goldwin Smith* 264.

A study of functional psychology with special reference to the learning process and its application to educational theory and practice.

Ed. 8. **Experimental Education.** Either term. Credit and hours to be arranged. Consent of the instructor is required. Education 7 or its equivalent should normally precede this course. Professor FREEMAN.

Problems of experimental education; the application of psychological and statistical methods to problems in educational psychology; chief results and bearings.

[Ed. 17. **Mental Development.** First term. Credit two hours. Professor FREEMAN. Not given in 1940-41.]

Ed. 18. **Individual Differences.** Second term. Credit three hours. Prerequisite, Education 1 or its equivalent. It is desirable, though not required, that Education 7 precede this course. Professor FREEMAN. M 2-4, and a third hour to be arranged. *Goldwin Smith* 236.

The nature, causes, and implications of individual differences in abilities, achievement, and behavior. Study and observation of atypical groups.

R.E. 110. **Psychology: An Introductory Course.** Either term. Credit three hours. not open to freshmen. Professor WINSOR. M W F 10. *Goldwin Smith* C. Fee, \$1.

R.E. 111. **Psychology for Students of Education.** First term. Credit three hours. Primarily for prospective teachers of vocational agriculture. Open to juniors and seniors. Assistant Professor BAYNE. M W F 10. *Caldwell* 143. Fee, \$1.

R.E. 112. **Psychology for Students of Education.** Either term. Credit three hours. Prerequisite course 110, Psychology 1, or the equivalent. Open to second-term sophomores, juniors, and seniors. Section 1, first term, and sections 1 and 3, second term, are primarily for prospective teachers of vocational agriculture and vocational home economics. Professor KRUSE, Assistant Professor BAYNE, and Doctor GARDNER. First term, M W F 9. Section 1, *Warren Hall* 125; Section 2, *Comstock* 145. Second term, Section 1, M W F 9, *Warren Hall* 125; Section 2, M W F 9, *Comstock* 245; Section 3, M W F 10, *Warren Hall* 225. Fee \$1.

R.E. 114. **Psychology for Students of Hotel Administration.** First term. Credit three hours. Not open to freshmen. Professor WINSOR, M W F 8. *Warren Hall* 225.

R.E. 117. **Psychology of Childhood and Adolescence.** Either term. Credit three hours. Open only to students who have had course 111 or 112 or the equivalent. Professor KRUSE and Doctor GARDNER. M W F 10. *Roberts* 392.

R.E. 119. **Personnel Administration.** Second term. Credit three hours. Prerequisite, course 114 or its equivalent. Professor WINSOR. M W F 8. *Plant Science* 233.

R.E. 211a. **Psychology for Students of Education.** First term. Credit three hours. For mature students with teaching experience. Professor KRUSE. Lectures, M F 11-12:20. *Stone* 309.

R.E. 212. **Psychology of Learning.** Second term. Credit two hours. Professor KRUSE. Th 4:15-6. *Stone* 309.

[R.E. 213. **Psychology of Learning in the School Subjects.** First term. Credit two hours. Prerequisite, a course in educational psychology and permission of the instructor to register. Primarily for graduate students. Assistant Professor BAYNE. Not given in 1940-41.]

[R.E. 218. **Seminar in Educational Psychology.** Second term. Credit two hours. Professor KRUSE. Not given in 1940-41.]

R.E. 219. **Seminar in Personnel Administration.** Second term. Credit two hours. Prerequisite, course 119. Open to qualified seniors and graduate students. Professor WINSOR. Th 4:15-6. *Warren* 125.

## METHOD

Ed. 4. **Methods, Practice, and Extra-Instructional Problems.** Credit nine hours. Assistant Professor HULSE in charge. An integrated course for prospective teachers of academic subjects.

Ed. 4a. **Method and Procedure in High School Teaching.** Either term. Credit three hours. Professor JORDAN and Assistant Professor HULSE. First term, for seniors only. M W F 11. *Goldwin Smith* 234. Second term, for juniors and B seniors. M W F 11. *Goldwin Smith* 234.

Designed for students who expect to teach in secondary schools. Methods of class management, types of recitation, assignment and planning of lessons. Observation of actual high school classes required. Prerequisite to Education 4b and 4d.

Prospective teachers in all academic fields will be assigned to this course to maintain as far as possible two equal groups. One group will take this course in the second term of their junior year, the other group will take this course in the first term of their senior year. Advanced registration required.

Ed. 4b. **Supervised Teaching.** Either term. Credit four hours. For seniors majoring in English and Social Studies. Assistant Professor ANDERSON and Dr. BESIG.

Assignment will be made to the classes of the critic teacher. Practice and observation scheduled daily at a regular hour and the work will be closely integrated with instruction in special method.

Ed. 4c. **Extra-Instructional Problems.** Either term. Credit two hours. Assistant Professor HULSE. M 4. *Goldwin Smith* 256.

A course dealing mainly with problems of extra-instructional nature and designed to acquaint the teacher with the full responsibilities of his position. Taken by all seniors in the term of their practice teaching.

Ed. 4d. **Supervised Teaching.** Either term. Credit two hours. Assistant Professor HULSE, Assistant Professor JOHNSON, and teachers of the Ithaca Senior and Junior High Schools.

Assignments will be made to the classes of the regular teachers in the schools. Each student teacher is required to attend one class each day, five days a week for a term. The work will involve participation and practice under the supervision of the regular teacher and the instructor of the course. The work will be coordinated with special methods.

**Special Methods.** The following courses are offered by the several departments to satisfy the two-hour requirement in special method:

**Teacher's Training Course.** See Latin 26.

**Teacher's Course in Methods.** See French 30.

**Teacher's Course.** See Mathematics 20.

**Teaching of Science in the Secondary School.** See Rural Education 126.

**Ed. 4e. Conference and Special Problems.** Either term. Credit two hours. Hours to be arranged. Assistant Professor HULSE.

Conference with the instructor in charge and the study of special problems supplementing the practice of teaching.

**B 100. Apprentice Teaching.** An eight-week period off-campus to be arranged. Credit six hours. Dr. HULSE, Dr. HOSKINS, Dr. OLNEY, Professor BINZEL, Mr. ELDRED, and members of the staff. Required of all candidates for the M.Ed. degree. Prerequisite: satisfactory completion of the first four years of the five-year program, or the equivalent, or special permission.

Students will be assigned to cooperating schools so selected as to provide the most favorable conditions for this type of experience. They will be expected to carry a half-time teaching program including the usual related responsibilities of the teacher. Preparation for teaching and work on special problems under the direction of University instructors will occupy the remainder of the student's time. Each student will be under the immediate supervision of the principal, of a competent local teacher, and of a member of the staff of the Graduate School of Education.

**R.E. 121. Method and Procedure in Secondary School Teaching.** First term. Credit three hours. Prerequisite, course 111, 112 or the equivalent. Open to juniors and seniors. Professor FERRISS. Lectures, M W F 11. *Plant Science* 141.

The development of certain principles of teaching in secondary schools and their application to practical problems of teaching, such as objectives, selecting and organizing teaching materials, making the assignment, directing study, and so forth.

**R.E. 126. The Teaching of Science in the Secondary School.** Either term. Credit two hours. Open to seniors and graduates on the approval of the instructor. Assistant Professor JOHNSON. Th 4:15-5:45. *Fernow* 14.

Special methods for teaching science and the organization of science materials in the secondary school. This course is correlated with student teaching in science.

**[R.E. 127. Observational Aids in Teaching.** Second term. Credit two hours. Assistant Professor JOHNSON. Not offered in 1940-41.]

**[R.E. 129. Teaching Adaptations for the Atypical Child.** Second term. Credit three hours. Prerequisite, course 111 or 112 or the equivalent. Doctor GARDNER. Not given in 1940-41.]

**R.E. 31. Planning for Teaching in Agriculture.** Either term. Credit one hour. Open to sophomores who are planning or who may plan to teach agriculture in the public schools. Assistant Professor SMITH. First term, Th 10, *Warren Hall* 101. Second term, Th 9, *Warren Hall* 140.

Consideration of the problems leading to choice of Agricultural Education as a field of preparation.

**R.E. 131. Introduction to Teaching in Vocational Agriculture.** Either term. Credit three hours. Must be preceded or accompanied by course 111 or 112 or the equivalent. Open by permission only to students whose practical experience and grades are satisfactory and whose progress in the prescribed courses in technical agriculture is adequate. Assistant Professor SMITH. Lecture, T Th 11. First term, *Warren Hall* 101; second term, *Plant Science* 37. Laboratory, each term, M 1:40-4. *Plant Science* 37.

Consideration of the organization of programs of instruction in vocational agriculture and of the problems involved in conducting a program. Observation of teaching in typical departments; preparation for course 132. Laboratory fee, \$3.

**R.E. 132. The Teaching of Agriculture in the Secondary School.** Throughout a full year in two sequences, beginning in either term. Credit three hours each term. Open to juniors and seniors who have completed either course 111 or 112 and 131 or equivalents, whose farm experience is adequate, and who have permission to register. Assistant Professors HOSKINS and OLNEY. Sequence 1, beginning the first term, T Th 9. Sequence 2, beginning the second term, T Th 10. *Warren Hall* 201. Laboratory to be arranged.

A study of the problems of teaching based upon the planning for and participa-

tion in teaching. Opportunity is provided for experience in organizing course materials, in equipping departments, and in planning programs for special groups. Laboratory fee, \$5 a term.

R.E. 133. **Directed Teaching of Students in Agricultural Education.** Either term. Credit to be arranged. Registration by permission. Assistant Professors HOSKINS and OLNEY. Fee, \$3 a term.

[R.E. 134. **Adult Education.** First term. Credit three hours. Professor MCORE. Not given in 1940-41.]

R.E. 134a. **Special Education for Out-of-School Youths and Adults.** Second term. Credit two hours. For seniors and graduate students in agricultural education, others by permission. Assistant Professor HOSKINS. M 4:15-5:45. *Stone* 309.

A consideration of the problems of organization and leadership of out-of-school groups in rural areas.

R.E. 134b. **Adult Homemaking Education. Leadership in Home Economics.** (H.E. 310 and H.E. 320.)

Home Economics 310. First term. Credit three hours. Miss HENDERSON. Hours to be arranged.

Home Economics 320. Second term. Credit three hours. Miss HENDERSON. Discussions, M F 11-12. *Martha Van Rensselaer* 343.

For extension workers, home economics teachers, and others interested in homemaking education.

R.E. 135. **The Teaching of Home Economics in the Secondary School.** Either term. Credit three hours. Prerequisite, course 111, 112 or the equivalent. Required of all students preparing to teach home economics. Miss HUTCHINS. Lecture, Th 2-4. *Warren* 225.

One period daily for observation and participation in the Ithaca Junior High School throughout the semester. Schedules must be approved by the Department of Rural Education.

This course undertakes to interpret present-day educational theories and practices as applied to home economics; to study the activities in which the home economics teacher engages, and the factors which make for successful performance; to induct students into teaching through graded participation in the home arts department of the Ithaca Junior High School. Fee, \$2.

R.E. 136. **Directed Teaching of Home Economics in the Secondary School.** Either term. Credit four hours. Prerequisite, course 135. Open to seniors who have successfully completed prerequisites in Education and have been approved by a committee composed of members of the faculties of Home Economics and Rural Education. Professor BINZEL, Miss HASTIE, and Mrs. ROBERTS. General conferences, S 8-10. *Stone* 309.

Schedules must provide three entire days a week, or the equivalent, over a period of five weeks for directed teaching. Visits to schools for the purpose of studying furnishings and equipment are a part of the course. Fee \$10.

R.E. 137. **Extra-Instructional Problems.** Either term. Credit two hours. First term for prospective teachers of home economics only. Second term primarily for prospective teachers of science and home economics. Professor MOORE. T Th 9. *Plant Science* 141.

This course is designed to deal with problems confronting the teachers in the performance of those duties and the meeting of those responsibilities in the school that extend beyond the classroom and class instruction.

R.E. 226. **Seminar in Science Teaching.** Second term. Credit one or two hours. Assistant Professor JOHNSON. M 4:30. *Fernow* 8.

Special problems in science teaching.

R.E. 227. **Seminar in Elementary Education.** Second term. Credit two hours. Professor MOORE. W 4-6. *Stone* 309.

Topics to be determined by the interests of the members.

R.E. 228. **Seminar in Child Guidance.** (Family Life 350) Second term. Credit two hours. For graduate students who have had some work in child guidance. Professor WARING. F 4-6. *Martha Van Rensselaer Hall* G 58.



Ed. 230. **Seminar in Social Studies Education.** Either term. Credit as arranged. Associate Professor ANDERSON. M 4:15. *Boardman* M213.

Students working on theses, critical papers, or other research projects may register for the course.

[R.E. 232. **Advanced Problems in the Teaching of Vocational Agriculture.** Second term. Credit two hours. Assistant Professor HOSKINS. Not given in 1940-41.]

R.E. 233. **Apprentice Teaching in Vocational Agriculture.** Either term. Credit to be arranged. Members of the staff in Agricultural Education.

Students with satisfactory experience in directed teaching may be permitted to accept regular teaching responsibilities in the schools under staff supervision if and when such opportunities are available.

[R.E. 240. **Cooperative Extension Work.** Second term. Credit three hours. Open to graduate students qualified in agriculture or home economics. Professor ———. Not given in 1940-41.]

## PREPARATION OF TEACHERS FOR NORMAL SCHOOLS AND COLLEGES

[R.E. 241. **The Preparation of Teachers for Normal Schools and Colleges.** Second term. Credit two hours. Professor MOORE. Not given in 1940-41.]

R.E. 245. **The College Preparation of Teachers of Agriculture for the Secondary School.** Second term. Credit three hours. Should follow course 211a or its equivalent. Professor STEWART. T Th 11-12:20. *Stone* 309.

A course based upon the work of teachers of agricultural vocations in secondary schools, designed to provide standards for a program of teacher education in a college of agriculture.

R.E. 248. **The Preparation of Teachers of Home Economics for Secondary Schools.** Second term. Credit two hours. Students will need to consult the instructor before registering. Professor THURSTON. Hours to be arranged.

This course is designed to meet the needs of persons who are especially competent as home economics teachers and who wish to become qualified to prepare teachers of home economics for secondary schools.

R.E. 249. **Seminar in Home Economics Education.** First and second terms. Credit two to four hours either term. Total credit for the year not to exceed six hours. Students will need to consult instructor before registering. Professor THURSTON. Hours to be arranged.

Designed to meet the needs of graduate students who have had experience as home economics educators in schools, colleges, extension service, business, etc. Arrangements will be made for students to work on their individual problems. Courses in philosophy and principles of education, psychology, guidance, curriculum, and measurement are recommended as prerequisite or parallel.

R.E. 250. **Seminar in Agricultural Education.** Second term. Credit two hours. For teachers of agriculture and students whose progress in graduate study is satisfactory. Assistant Professor OLNEY. S 9-11. *Plant Science* 37.

## MEASUREMENT AND STATISTICS

Ed. 7. **Mental Measurements.** First term. Credit three hours. By permission of the instructor candidates for the principal's certificate may enroll for two hours credit. Prerequisite, Education 1 or equivalent. Professor FREEMAN. T Th S 9. *Goldwin Smith* 225.

The nature of intelligence. Development of individual and group tests of intelligence; principles underlying their construction and application; the use of tests of intelligence in school problems, with atypical children, and in fields outside the school. Use of educational tests. Demonstrations in administering and interpreting tests.

R.E. 251. **Educational Measurement.** First term. Credit three hours. Candidates for the principal's certificate may register for two hours credit. Prerequisite,

a course in educational psychology. Assistant Professor BAYNE. S 11-12:30 and an additional hour to be arranged. *Stone* 309.

The use of aptitude and achievement tests and other measuring instruments in the classification and guidance of pupils, improvement of instruction and other activities of the teacher and school officer. Those class members who wish may make a study of their own aptitudes and achievements.

R.E. 253. **Statistics for Students of Education.** First term. Credit two hours. Primarily for graduate students in education. Open to a limited number of other students upon approval of the instructor. Assistant Professor BAYNE. T Th 10. *Stone* 309.

A study of common statistical procedure in relation to critical reading of technical studies, research, and writing reports of studies. As far as possible the work is related to the problems of the individual student.

### ADMINISTRATION AND SUPERVISION

Ed. 10. **High School Administration.** Second term. Credit two hours. For seniors, graduates, and other qualified students. Professor JORDAN. W F 3. *Goldwin Smith* 236.

Principles relevant to administration of the senior and junior high school; classification of pupils; program making; curriculum problems; the principal as supervisor; pupil guidance; duties of the principal in both large and small high schools.

Ed. 11. **Extra-classroom Activities.** First term. Credit two hours. For seniors and graduates. Professor JORDAN. M 4-6. *Goldwin Smith* 236.

A study of the place extra-classroom activities should assume in the school program. General principles involved, with special attention given to athletics, dramatics, publications, school finance, music, debate, and school clubs.

Ed. 12. **The Junior High School.** First term. Credit three hours. For seniors, graduates, and other qualified students. Professor JORDAN. M W F 9. *Goldwin Smith* 248.

Psychological, biological, and pedagogical bases for the Junior High School; fundamental principles; organization and administration; curricular content in detail; methods of instruction.

B. 35. **Problems in Educational Personnel and Guidance.** Second term. Credit two or three hours. Dr. REED. W 4-6 and a third hour by appointment. *Warren Hall* 140.

This course is designed to serve students who are interested in secondary schools, colleges or philanthropy. It comprises: (1) one lecture hour on the development, status, and techniques of guidance and personnel, and (2) a two-hour practicum covering all aspects of student problems. Admission only on the approval of the instructor.

R.E. 246. **Problems in Industrial and Technical Education.** First and second terms. Credit four hours each term. Professor L. A. EMERSON. T Th 2-4. *Stone* 310.

Special problems in the administrative, supervisory, and curricular phases of industrial and technical education.

R.E. 261. **The Administration of Rural Schools.** First term. Credit three hours. Candidates for a principal's certificate may register for two hours credit. T Th 11, and an additional hour to be arranged. Professor BUTTERWORTH. *Stone* 309.

A course for students of experience dealing with the problems of organizing and administering education in the elementary and secondary schools of country and village districts.

[R.E. 262a. **School Finance.** Second term. Credit two hours. Professor BUTTERWORTH. Not given in 1940-41.]

[R.E. 262c. **The School Plant.** Second term. Credit two hours. Professor BUTTERWORTH. Not given in 1940-41.]

R.E. 263. **Procedures and Techniques in Supervision.** First term. Credit three

hours. Candidates for the principal's certificate may register for two hours credit. Professor MOORE. M W F 10. *Stone* 309.

Designed for superintendents, supervisors, and principals. Students who have not had experience in these fields will be admitted only upon permission of the instructor. Students taking this course must be prepared to spend four full days or more in observing supervisory procedures in various school systems.

R.E. 264. **Seminar in Rural School Administration.** Second term. Credit two hours. Professor BUTTERWORTH. S 10-11:30. *Stone* 309.

Topic: The nation's educational program. An analysis of forces that are creating new educational problems and an appraisal of practices that have been used and of proposals that have been made for meeting them. Admission only with the approval of the instructor.

[R.E. 265. **Seminar for Principals.** Second term. Credit two hours. Required of all graduate students who are candidates for a principal's certificate. Professor FERRISS. Not given in 1940-41.]

R.E. 266. **The Supervision of the Elementary School.** Second term. Credit three hours. Candidates for a principal's certificate may register for two hours credit. Professor MOORE. M W F 9. *Stone* 309.

A course designed for supervisors, elementary school principals, and superintendents. It includes a consideration of important research studies which have a direct bearing upon the teaching and supervision of the elementary school subjects.

[R.E. 267. **The Organization and Administration of Vocational Agriculture in the Public Schools.** First term. Credit three hours. Should follow or accompany course 261. Professor STEWART. Not given in 1940-41.]

R.E. 269. **The Supervision of Home Economics Education.** Second term. Credit two hours. Students will need to consult the instructor before registering. Professor THURSTON. Hours to be arranged.

For persons who are now engaged in supervision and in the education of teachers and leaders in service and for those who wish to prepare for such work.

R.E. 276. **Principles of Curriculum Building.** First term. Credit three or four hours. Primarily for graduate students. Professor FERRISS. T Th 2-3:30, and an additional hour to be arranged for those who wish to carry further the study of special curriculum problems. *Stone* 309.

A consideration of major problems, principles and techniques in determining educational objectives and curriculum content and organization in elementary and secondary schools in the light of modern theory and practice.

[R.E. 277. **Courses of Study in Vocational Agriculture.** Second term. Credit two hours. Assistant Professor HOSKINS. Not given in 1940-41.]

[R.E. 278. **Seminar in Rural Secondary Education.** Second term. Credit two hours. Professor FERRISS. Not given in 1940-41.]

## HISTORY OF EDUCATION

[Ed. 3. **History of Education.** (a) (Greek, Roman, and Early Medieval.) First term. Credit two hours. Open to upperclassmen and graduates only. Professor LAISTNER. (See History 7.) (b) (Late Medieval and Modern.) Second term. Credit two hours. Open to upperclassmen and graduates only. Professor SMITH. (See History 36.) Not given in 1940-41.]

Ed. 13. **History of American Education.** First term. Credit three hours. Prerequisite, Education 1 or its equivalent. Assistant Professor HULSE. T Th S 10. *Goldwin Smith* 236.

A survey of educational change in the United States from the beginning of the seventeenth century to the present, with special emphasis on public schools, and consideration of the religious, economic, political, and social factors affecting education. European influences throughout the period will also be considered briefly.

[Ed. 16. **Readings in the History of Education.** Second term. Credit two hours.

Consent of the instructor is required. Assistant Professor HULSE. Not given in 1940-41.]

### EDUCATIONAL THEORY

**B. 130. Social Foundations of Education.** Either term. Credit three hours. First term, M W F 9. Boardman 320; T Th S 11. Boardman 320. Second term, T Th S 9. Boardman 121. Associate Professor ANDERSON and Professor MOORE.

A required course in the five-year program for secondary school teachers; available also to students in the four-year program as a substitute for Principles of Education or Principles of Secondary Education. For assignment to sections report on registration day to 251 *Goldwin Smith Hall*.

**R.Ed. 181. Principles of Education.** Either term. Credit three hours. Prerequisite, a first course in educational psychology. Open to seniors preparing to teach who have completed the required courses in methods and practice teaching or are pursuing such courses. Open also to graduate students preparing to teach. Professor EATON. First term, M W F 11. Second term, M W F 9. *Caldwell* 143.

A consideration of fundamental principles of education with special attention to the needs of prospective teachers in the high school.

**R.Ed. 194. Principles of Vocational Education.** First term. Credit three hours. Open to seniors and graduate students who have completed satisfactory courses in educational psychology and economics or sociology. Professor EATON. T Th 11-12:20. *Warren* 125.

A study of the nature, the aims and the socio-economic backgrounds of vocational education.

**R.E. 281. Rural Secondary Education.** First term. Credit three hours. Primarily for graduate students. Professor FERRISS. M W F 9. *Stone* 309.

A consideration of some of the more basic problems in the functions, nature, organization, curriculum, and extension of secondary education in its adaptation to rural and village needs and conditions.

**R.E. 294. Philosophy of Education.** Second term. Credit three hours. Open to graduate students whose studies in education are well advanced. Professor EATON. T Th 11-12:20. *Warren* 125.

An examination of major concepts in education, and of material, spiritual, and social criteria of value in their bearings upon the aims and processes of education.

[**R.E. 295. Comparative Education.** First term. Credit two hours. Professors BUTTERWORTH, FERRISS, and MOORE. Not given in 1940-41.]

### NATURE STUDY

**R.E. 107. The Teaching of Nature Study and Elementary-School Science.** Second term. Credit three hours. Open to those who have taken or are completing thirty hours in science and have had at least one term of suitable professional work. Miss GORDON. Lecture, M 12. Practical exercises, T Th 1:40-4. *Fernow* 8.

A study of the content and methods of nature study and elementary-school science, with field work and laboratory experience useful in classroom and camp. Recommended for those preparing to teach or supervise science. Laboratory fee, \$1.50.

**R.E. 108. Field Natural History.** First term. Credit two hours. Not open to freshmen. Professor PALMER and Miss GORDON. Lectures, Th 1:40-2:30. Field work, Th 2:30-5. *Fernow* 8.

Field trips and lectures devoted to a study of the natural history of five ecological units under different seasonal conditions with special emphasis on their contributions to the teaching of science. Laboratory fee, \$1.

**R.E. 202. Nature Literature.** First term. Credit two hours. Open to students who will have completed their preparation for certification as science teachers by the end of the current year. Professor PALMER and Miss GORDON. M W 10. *Fernow* 8.

Acquaintance with prose, poetry, and fiction useful in enriching science courses in elementary and secondary schools with critical examination of nature and science texts for the elementary levels.

[R.E. 209. **The Nature Movement and Its Makers.** First term. Credit two hours. Professor PALMER and Miss GORDON. Not given in 1940-41.]

### RESEARCH

B. 300. **Special Studies.** Credit as arranged. Members of the staff.

Students working on theses or other research projects may register for this course. The staff members concerned must be consulted before registration.

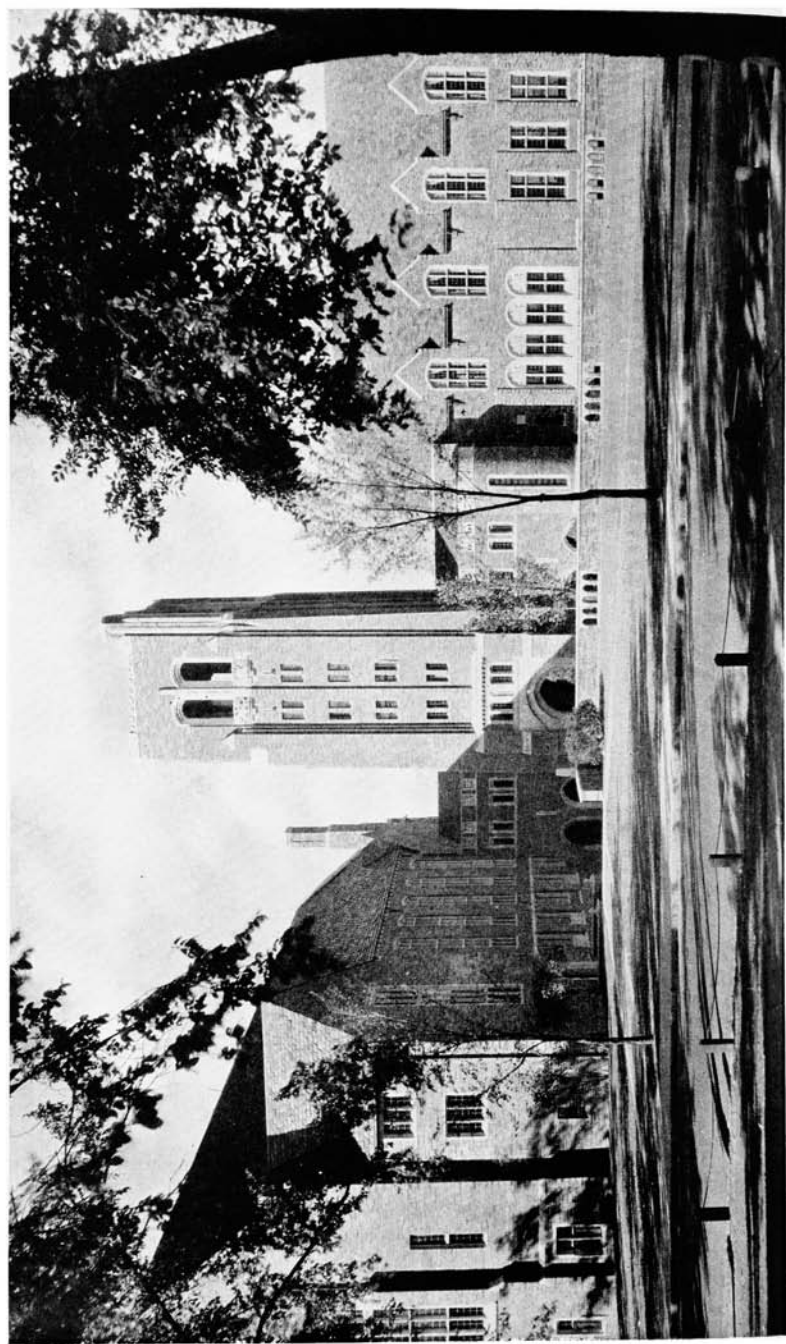












MYRON TAYLOR HALL

Gift of Myron C. Taylor of the Class of 1894. Designed for and occupied by the Cornell Law School.